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ABSTRACT

The third year of Title IV-A Indian Education programs in Albuquerque, New Mexico, public schools saw fulfillment of some program objectives despite funding decreases, personnel cuts, and increased requests for remedial tutoring. Two tutors and a counselor tutored 15 middle school and 26 high school students from the Navajo community of Canoncito in an effort to improve/maintain student grades. Turnover of tutoring staff and decreased tutoring contacts resulted in 81% of grades decreasing and 12% remaining the same. Four tutors tutored 53 middle school and 68 high school students from the Isleta Pueblo in an effort to maintain/improve letter grades and to increase student involvement in extracurricular activities. Isleta program objectives were achieved--12% of grades remained the same, 57% improved while 40% of the students participated in extracurricular activities. The urban program component employed 42 tutors, a resource teacher, a program coordinator, and a secretary to tutor 578 students in grades K-12. The program met its objective of increased student personal effectiveness/self-image and improved skills necessary for continued learning. Insufficient data prevented evaluation of student improvement using the Comprehensive Tests of Basic Skills. Recommendations for program improvement included: analyze personnel needs, establish program parameters, provide inservice education for tutors, and standardize recordkeeping. (LFL)

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ADMINISTRATIVE SUMMARY

The Title IV Indian Education Program was in its third year of a three year grant in 1983-84. The program has three components--Canoncito, Isleta, and Urban, serving approximately 750 Indian students in the Albuquerque Public Schools.

Canoncito

The Canoncito component utilized two tutors and a district-funded counselor to provide services to approximately 41 students from the Navajo community of Canoncito. The objective of this component of the program was to improve the grades of the students being tutored. Nineteen percent of the students' grades remained the same or improved. The remainder either had a drop in grades or maintained only a D which did not meet the stated objective.

Isleta

The Isleta component involved four tutors and a district-funded counselor. The tutors provided services to 121 students; 93 students were involved in extracurricular activities. The objectives of this component of the program were to improve grades in the courses being tutored and to increase the involvement of students in the schools' extracurricular offerings. Sixty-nine percent of the grades of Isleta students being tutored were maintained at a C or were improved to a C or higher. The academic objective was achieved and surpassed. Ninety-three Isleta students participated in extracurricular activities including athletics, performing arts, student government, and college preparatory activities. Because the records were not available by student name it cannot be ascertained if this is an unduplicated count of students participating in extracurricular activities.

Urban

The Urban component involved 42 tutors, a resource teacher, a program coordinator, and secretary. The tutors provided services to 578 students in grades K-12 in 67 of the district's 112 schools. The objectives of the tutoring program included improved academic performance as measured by reading and math subtests of the Comprehensive Tests of Basic Skills (CTBS), academic grades, and teacher ratings of student progress. At the elementary level, CTBS scores were not used because both pre and post test scores were available for only 23% of the students tutored. Classroom teachers indicated that between 72% and 91% of the students tutored showed "some" to "a lot" of improvement in school-related skills, behaviors, and attitudes. Elementary students met and surpassed the objective in all nine areas evaluated.

At the secondary level, 57% of the grades in courses being tutored were maintained or improved, 3% less than was required to meet the objective. Teachers of secondary students indicated that between 53% and 81% of the students tutored showed "some" to "a lot" of improvement in the skills, attitudes and behaviors evaluated. Secondary students met and surpassed the objective in three of the nine areas.

Overall, 88% of classroom teachers felt the improvement in their students justified the time spent outside of class. Forty-eight percent felt the program had been somewhat successful in meeting the needs of their students, and 28% felt the program had been very successful.

Recommendations

In the last three years of operation the Title IV-A program has changed dramatically. The structure of the program is shifting each year as funding is cut and as the school district attempts to incorporate the program into its ongoing operation. In spite of decreases in funding and in the ratio of professional to paraprofessional staff, the program has managed to serve more students each of the last three years and to improve the consistency in services, management, and recordkeeping. Many of the recommendations from the previous years' evaluations have been successfully implemented.

The following recommendations are made to further improve the program:

1. Establish parameters for the magnitude of the tutoring program; decide which students are to be served and how intensive the service will be.

2. Analyze personnel needs in light of the change in management structure and burgeoning tutoring requests. If the program continues to grow, professional staff will not have enough time to complete program records and still adequately supervise tutoring staff and provide inservice education.

3. Provide regular inservice education to tutors on topics which might include motivating students, developing an effective student/tutor relationship and effective methods for students who have experienced chronic school failure.

4. Continue to standardize and improve recordkeeping so that data is complete for all students being tutored.

5. Maintain and update student records on the computer so that all data needs for program planning and evaluation can be handled with computer analysis.

6. Discontinue use of the CTBS as the instrument for measuring elementary student progress due to the unavailability of pre and post test information for most students being served. Instead, use the classroom teacher's ratings of student progress to evaluate the impact of the tutoring services.

CANONCITO COMPONENT

Program Description

The tutoring program for the Canoncito component involved two school-based tutors, one at John Adams Middle School and one at West Mesa High School. Both of the tutors who originally started with the program were replaced during the year.

The students participating in this program were Navajo students bused to APS from a Navajo community 40 miles west of Albuquerque. The students' first language was Navajo and consequently many of them had difficulty with courses in English. Many students were absent frequently and those who attended school in Albuquerque had 16 hour days due to the distance they had to travel to and from home and the time they spent doing chores and homework. Lack of fluency in English, high absenteeism and the logistics involved in transporting students to school, made the provision of services to this population more difficult than to other components of the program.

Fifteen middle school students and 26 high school students received tutoring in a variety of courses. (See Table 1).

The objective to be addressed by this component of the Title IV program was the maintenance of a C or improvement of letter grades in the subjects being tutored.

Table 1

SUMMARY OF CANONCITO
SCHOOL-BASED TUTORIAL PROGRAM
1983-84

NAME OF SCHOOL	JOHN ADAMS MIDDLE SCHOOL			WEST MESA HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	5	5	5	6	6	11	3
SUBJECTS TUTORED	English Literature Language Arts Home Economics Mathematics Social Studies Spanish Science						

During the 1983-84 school year, 41 students in the Canoncito program in grades 6-12 received tutoring in a variety of content areas.

Objective 1.0:	By the end of the academic year 1983-84, 40% of the Canoncito students receiving supplemental academic assistance will have improved or maintained at least a "C" in the subject for which they are receiving tutoring, as measured by semester grades.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students received tutoring. Students were tutored one to three quarters; comparisons were made only when students had been tutored for a total of ten or more hours per subject.

Results

Of 57 possible comparisons, 46 or 81% of the grades decreased, 7 or 12% of the grades remained the same, and 4 or 7% of the grades improved. Thus the objective was not met.

Discussion

The Canoncito students have limited proficiency in English, high absenteeism and long days due to the logistics in transporting the students to school in Albuquerque. In order for the tutoring program to have an impact on these students, they need to have regular intensive tutoring by a highly skilled tutor. Again this year, due to a turnover in tutoring staff, the continuity of the program was interrupted. Most of the middle school students and some of the high school students received less than ten hours of tutoring during the school year. Much of the data on grades earned by students were missing from the tutoring summary sheets and classroom teachers were not requested to complete tutoring progress reports. In an effort to have the schools more directly involved in the Title IV program, tutors were supervised by school personnel. Tutors were occasionally used to provide services other than tutoring to students and recordkeeping was not always adequate for purposes of the evaluation. Thus it was not possible to determine if teachers felt the program was effective in spite of the difficulty in improving students' grades.

It is recommended that the three components of the Title IV program be coordinated by one person to help standardize procedures and recordkeeping. However, additional staff will be needed to make this change effective. Personnel needs should be analyzed in light of the increase in the number of tutoring requests and the addition of responsibilities to the positions of Coordinator and Resource Teacher through this change in management. Every effort should be made to ensure that tutors with backgrounds in counseling or teaching be assigned to work with the Canoncito students. This will facilitate the students receiving the kind of help they need to motivate them to improve their language skills and their performance in other school subjects.

ISLETA COMPONENT

Program Description

Four tutors provided tutoring services to 121 students from Isleta Pueblo attending Polk Middle School and Rio Grande High School. The students were approximately evenly divided between middle and high school. Although the number of tutors was not increased, services were provided to almost double the number of students during the 1983-84 school year as during the previous school year. (See Table 2).

The objectives to be addressed by this component of The Title IV program were the maintenance or improvement of letter grades in courses being tutored and the increased involvement of students in extracurricular activities.

Table 2

SUMMARY OF ISLETA
SCHOOL-BASED TUTORIAL PROGRAM
1983-84

NAME OF SCHOOL	POLK MIDDLE SCHOOL			RIO GRANDE HIGH SCHOOL			
GRADE LEVEL	6	7	8	9	10	11	12
NUMBER OF STUDENTS TUTORED	0	17	36	24	16	20	8
SUBJECTS TUTORED	Health Mathematics Social Studies English Science Civics Literature French Accounting Computer Programming Language Arts						

During the 1983-84 school year, 121 students in the Isleta program in grades 6-12 received regular tutoring.

Objective 1.0:	By the end of academic year 1983-84, 40% of the Isleta students receiving supplemental academic assistance will have improved or maintained at least a "C" in the subject for which they are receiving tutoring, as measured by semester grades.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students received tutoring. Students were tutored one to three quarters; comparisons were made only when students had been tutored for a total of ten or more hours per subject.

Results

For mid and high school students, of 126 possible comparisons, 39 or 31% of the grades decreased, 15 or 12% of the grades remained the same, and 72 or 57% of the grades improved. Thus 69% of the grades remained the same or improved, which meets and significantly surpasses the objective.

Discussion

In contrast to last year's program, the number of students tutored and the amount of tutoring each student received increased dramatically. Many of the students' grades improved not just from, for example a C- to C+, but one and two letter grades. Many students received average or above average grades after tutoring. The effectiveness of the Isleta tutoring program has been greatly improved and in 1983-84 demonstrated this effectiveness through achieving and surpassing this objective.

Objective 2.0:	By the end of academic year 1983-84, 40% of the Isleta students will have participated in at least one educational school-related activity.

Measurement

Data were collected regarding the numbers of students participating in a variety of extracurricular activities.

Results

According to program records completed by the counselor, 93 students at the middle and high school level participated in extracurricular activities. These activities included a wide variety of sports; performing arts such as drama, choir, band, and speech; student government; Distributive Education Club of America (DECA) and two activities at universities in New Mexico. It is not possible to obtain from the records an unduplicated count of students' participation in extracurricular activities, so it is not possible to ascertain if the objective was met. However, with 93 students participating it is likely that this participation represents 40% of the Isleta students. (See Table 3).

Discussion

The students in the Isleta component continue to be involved in a variety of extracurricular activities. An effort should be made to keep student extracurricular activity records by student name so that an unduplicated count can be obtained.

TABLE 3

ISLETA STUDENTS' PARTICIPATION
IN EDUCATIONAL SCHOOL-RELATED ACTIVITIES

Activity	Number of Students
Basketball	1
Baseball	1
Soccer	2
Track	2
Swimming	2
Cheerleading	4
Golf	1
Intramural Team	15
DECA	5
Music (Band, Orchestra, Choir)	30
Drama	3
Student Government	7
Speech Club	5
University of New Mexico Career Day	12
New Mexico State University - Institute of Mines and Technology Program	3
TOTAL	93

URBAN COMPONENT

Program Description

In 1983-84, the Urban tutoring program employed 42 tutors, a resource teacher, a program coordinator, and a secretary. Approximately 578 students received tutoring through the program, 36% in elementary school, 29% in middle school, and 35% in high school. The students who were tutored represented 67 of the district's 112 schools. (See Table 4). This is the last year of the three year grant and the first time that the program consisted of only hourly tutoring. In previous years the program consisted of a school-based program, utilizing resource teachers and classroom aides, in addition to the hourly tutoring. However, the Parent Committee recommended that the school-based program be eliminated because it was felt that hourly tutoring would be less expensive and would reach more students.

The loss of resource teachers and highly trained aides plus the burgeoning hourly tutoring requests (226 in 1981-82, 318 in 1982-83, and 578 in 1983-84) created some problems for the Title IV staff. First, paperwork was greatly magnified as the number of tutors increased. Processing the payroll alone required at least eight hours every two weeks. Second, the need for inservice training for tutors increased due to the expansion of the number of tutors. A high turnover rate is typical of these tutoring positions due to the low pay, part time hours, and lack of job security. In the school-based program, teachers and aides remained with the program for several years which provided continuity and decreased the need for constant inservice education.

Consequently, project staff worked many overtime hours without compensation during the 1983-84 school year. Since the nature of the program is somewhat stressful anyway, it is important for staffing needs to be analyzed carefully. The quality of the program may suffer if this critical need is not addressed. The addition of a resource teacher and more clerical help should be considered. With the addition of clerical help, the resource teachers, and the program coordinator could concentrate on inservice education; monitoring and supervision of the paraprofessional tutoring staff; site visits; and generally improving the quality of the tutoring program. Extra clerical help for data entry and updating of records is imperative due to the change during the 1984-85 school year from manual to computerized record keeping.

The objectives to be addressed by this component of the Title IV program were for elementary students: an improvement in standardized test scores in reading and math and an improvement in school-related skills as indicated by classroom teachers; and for high school students the maintenance or improvement of letter grades in the courses being tutored.

Table 4

SUMMARY OF URBAN HOURLY TUTORIAL PROGRAM
1983-84

LEVEL	GRADE	# OF STUDENTS	TOTAL PER LEVEL
ELEMENTARY	K	13	210
	1	31	
	2	51	
	3	39	
	4	40	
	5	36	
MIDDLE	6	60	165
	7	51	
	8	54	
HIGH	9	59	203
	10	60	
	11	47	
	12	37	
		PROGRAM TOTAL	578

Five hundred seventy-eight students in 67 schools were tutored on an hourly basis during the 1983-84 school year. Students received tutoring in a variety of subject areas including at the elementary level: reading, mathematics, and language arts, and at the secondary level: English, mathematics, social studies, science, language arts, literature, Spanish, civics, journalism, and home economics.

Objective 1.0:	By the end of the 1983-84 academic year, 40% of the Native American Students, K-5, receiving supplemental academic assistance will show a normal curve equivalent (NCE) gain of 3.0 points from pre to post-tests as measured by the reading sub-tests of the Comprehensive Tests of Basic Skills (CTBS).

Measurement

The CTBS is a state-mandated standardized norm-referenced test administered at the third and fifth grades. In addition, all Chapter I schools also administer this test at the first, second and fourth grades. Since it is the school district's policy to decrease extraneous testing, whenever possible, federal programs utilize existing test results to provide data for their programs.

Results

Of the one hundred ninety-nine elementary students for whom complete tutoring records were available, 154 were enrolled in Chapter I schools. Forty-five of the elementary students attended non-Chapter I schools and therefore were tested only at the third and fifth grades, making a pre to post comparison impossible. Of these 154 students, 109 (about 55% of the original group) had at least ten hours of tutoring and thereby could be included in the test score analysis. When test score data were collected for these 109 students it was found that both pre and post data were available for only forty-six of the students (2nd grade - 17, 3rd grade - 12, 4th grade - 12, and 5th grade - 5).

In summary, forty-six or 23% of the group of elementary students who were tutored both met the criteria for inclusion in the analysis and had pre and post tests available. It is not known whether this small group is representative of the students tutored and it was the evaluator's decision not to analyze test results due to the small sample size.

Discussion

There are many problems associated with using the CTBS to measure the achievement of students who have been tutored through Title IV. Originally CTBS scores were used to evaluate the impact of the school-based program--a program which was much more intensive and was focused specifically on reading, language arts, and math. It was reasonable to evaluate the impact of this fairly standardized program using the CTBS.

However, the hourly tutoring program provides services as needed to a wide variety of students in many schools. Each elementary student may receive an individually prescribed program making it difficult to evaluate in a standard way. Since students are tutored as requests are received many do not receive enough hours of tutoring to justify inclusion in the data analysis.

For example, in the Chapter I program a student must have received at least forty hours of tutoring to be included in test score analysis. It is doubtful that ten hours of tutoring or less would have a significant impact on a child's performance on a standardized test which measures cumulative global school skills. In addition, not all of the elementary students tutored attend Chapter I schools which means the program will continue to be plagued by a lack of data. Coupled with the high mobility of many of these students, every year test data will be available for only a small number of the original group of students.

It is therefore recommended that, at the elementary level, the tutoring progress report completed by the classroom teacher be substituted for the CTBS as a measure of program impact.

Objective 2.0:	By the end of the 1983-84 academic year, 35% of the Native American students K-5, receiving supplemental academic assistance will show a Normal Curve Equivalent (NCE) gain of 1.5 points from pre- to post-test as measured by the math sub-tests of the Comprehensive Tests of Basic Skills (CTBS).

See Urban Objective 1.0 for information on why it was inappropriate to complete the test score analysis.

Objective 3.0:	By the end of the 1983-84 academic year, 70% of the Native American students, K-12, receiving supplemental academic assistance will demonstrate increased personal effectiveness and self-image and improve skills necessary for continued learning as measured by classroom teacher observation.

Measurement

Classroom teachers were requested to complete a brief questionnaire on each student who received Title IV tutoring services. The questionnaire was designed to indicate the amount of improvement in a variety of behaviors and skills related to school success.

Results

Questionnaires were completed for 175 (or 83%) of the elementary students and for 288 of the individual classes in which secondary students were tutored. Because secondary students have more than one teacher and are often tutored in several subjects it isn't possible to determine how many of the students this sampling represents. If the 288 questionnaires each represented a different student, 78% of the students would have been evaluated. However, it is reasonable to assume that the sampling represents a smaller percentage of the students than this since it is known that many students were tutored in multiple subjects.

More than 70% of the elementary students demonstrated improvement in all nine areas rated by classroom teachers and therefore not only met but surpassed the objective. The most dramatic improvement was in self-confidence, with 91% of the students showing "some" to "a lot" of improvement. This was followed by improvement in subjects being tutored (89%), attitude toward school (87%), following directions (85%), listening skills (83%), participating in class (83%), self-management (80%), turning in work on time (76%), and attendance (72%). Ninety-four percent of the elementary teachers thought the improvement in their students justified the time spent outside of class for tutoring. Fifty-four percent felt the program had been very successful in meeting the students' needs, while 43% felt it had been somewhat helpful and 3% felt it had not been helpful at all. (See Table 5).

Secondary students met and surpassed the objective in three of the nine areas: subjects being tutored (81%), self-confidence (74%) and following directions (71%). Secondary students also showed "some" to "a lot" of improvement in turning in work on time (68%), listening skills (66%), attitude toward school (65%), and attendance (53%). Eighty-three percent

of the teachers of secondary students felt the improvement demonstrated by their students justified the time outside of class. In meeting the needs of students, 35% felt the program was very successful , 52% felt it was somewhat successful, and 13% thought it was not at all successful. (See Table 6).

Discussion

It is apparent that teachers of elementary students felt their students had made more progress than teachers of secondary students. Students attitudes are behaviors in elementary school are probably less fixed than in secondary school, and thus more easily changed with tutoring intervention. In spite of this, more than half of the students at all grade levels showed "some" to "a lot" of improvement in attitudes, behavior, and academics.

Classroom teacher assessment is an important part of the evaluation procedure and every effort should be made to obtain as complete information as possible. It is recommended that the tutoring progress report be utilized by all three components of the program, one per student at the elementary level, and one for each class tutored at the secondary level.

TABLE 5

TEACHER EVALUATION OF URBAN ELEMENTARY STUDENTS
RECEIVING HOURLY TUTORING
1983-84

Skill Area	Amount of Improvement Expressed in Percent of Students			Not Applicable (Percent of Students)
	None	Some	A Lot	
Subject(s) Being Tutored	11%	52%	37%	11
Listening Skills	17%	60%	23%	11
Following Directions	15%	63%	22%	10
Turning in Work on Time	24%	46%	30%	21
Participating in Class	17%	65%	18%	28
Attendance	28%	38%	34%	41
Attitude Toward School	13%	50%	37%	17
Self-Confidence	8%	53%	38%	5
Self-Management	20%	55%	25%	17
N = 175				

	Yes	No
Did the improvement justify the time spent outside of class?	94%	6%

	Very	Somewhat	Not At All
How successful was the program in meeting the students' needs?	54%	43%	3%

TABLE 6

TEACHER EVALUATION OF URBAN SECONDARY STUDENTS
RECEIVING HOURLY TUTORING
1983-84

Skill Area	Amount of Improvement Expressed in Percent of Students			Not Applicable (Percent of Students)
	None	Some	A Lot	
Subject(s) Being Tutored	19%	59%	22%	21
Listening Skills	34%	54%	12%	9
Following Directions	29%	56%	15%	6
Turning in Work on Time	33%	43%	25%	6
Participating in Class	35%	46%	19%	21
Attendance	47%	37%	16%	27
Attitude Toward School	35%	45%	20%	12
Self-Confidence	26%	53%	21%	9
Self-Management	37%	46%	17%	9
N = 288				

	Yes	No
Did the improvement justify the time spent outside of class?	83%	17%

	Very	Somewhat	Not At All
How successful was the program in meeting the students' needs?	35%	52%	13%

Objective 4.0:	By the end of the 1983-84 academic year, 60% of the Native American students, 6-12, will have maintained their entering grade, i.e., not received a lower grade, and/or will have increased their entering grade in the subject according to grades assigned by the subject teacher.

Measurement

The grades assigned by classroom teachers in the subject(s) being tutored were reported each quarter the students in grades 6-12 received tutoring. Students were tutored from one to four quarters; comparisons were made only when students had been tutored at least two quarters for a total of ten or more hours of tutoring. Students had to earn at least a "D" for the comparison to meet the standards of this objective. Since elementary students are not assigned letter grades, a different evaluation procedure had to be used for these students. Teachers of elementary students completed an evaluation form that provided information on student attitudes, behavior and academic progress. (See Objective 3.0).

Results

For mid and high school students of 656 possible comparisons, 284 or 43% of the grades went down during the course of tutoring 131 or 20% remained the same, and 241 or 37% improved. Fifty-seven percent of the students, or 3% less than was expected met the objective.

Discussion

Students referred at the mid and high school level frequently are earning D's and F's in many courses when they are referred to Title IV. Although many students do improve their grades during tutoring, some students may need much more intensive help than Title IV tutors are able to provide. Many students are not included in the grade analysis because they received less than ten hours of tutoring. It is not known whether these were students who needed very little help to improve their grades or if they merely received less than ten hours of tutoring due to scheduling problems or date of referral. Regardless, these students are not included in the grade analysis because it is not possible to determine program impact based on ten hours or less of tutoring.

As the requests for tutoring continue to increase and additional tutors are hired, professional staff have less time per tutor for supervision and assistance. Some decisions need to be made about this situation. First it should be decided which students will be served--those who are having a great deal of trouble in school, those who are only having a little trouble, or a combination of the two. If all students are to be served, decisions should be made regarding the specific services and the intensity

of services each student should receive. There is a limit to how far a program can be expanded without additional staff and financial resources and still be effective.

Second, an effort should be made to assign students who are having a great deal of trouble in school to more experienced tutors or those who have backgrounds in educational methods, teaching, or counseling.

Third, inservice should be provided on a regular basis to tutors, especially less experienced ones. Topics of the inservices might include: methods to use with students who have experienced chronic school failure, how to motivate students, and how to develop an effective student/tutor relationship. Additional staff is needed, however, to accomplish this. Personnel needs should be analyzed in light of the dramatic increase in tutoring requests to ensure that the quality of tutoring services does not suffer.